



Perkins Reserve Consolidated Grant

2019-20 Application Announcement

Tennessee Department of Education | April 2019

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Overview

In response to the needs of districts and to improve our grant awarding process, the department has consolidated the funding opportunities for the Perkins Reserve Grant (PRG) and various other grants into one funding application in ePlan. This allows eligible applicants to respond and plan for these funding opportunities within the same grant submission window.

While the PRG focus areas are district specific, well-crafted group submissions are acceptable and encouraged. With all grant awards administered through this process, the district applicant for a group submission assumes the role of fiscal agent.

Each grant and focus area will be judged by multiple reviewers at the department. Successful applicants could be funded for one or more PRG focus areas or other grants. Submission of an application does not guarantee funding, and due to limited amounts of funding, some applicants may be partially funded.

In addition to submitting a completed application in ePlan, all eligible applicants will need to submit a [Notice of Intent to Apply](#) by 4:30 p.m. (CT) on **April 19, 2019**. Failure to submit a *Notice of Intent to Apply* by the stated deadline will disqualify any subsequent application.

Critical Dates

Please note the following dates that apply to both the Pathways to High School Apprenticeship Grant and PRG funding opportunities.

1. **Wednesday, April 3:** Grant Announcement is released.
2. **Friday, April 19:** [Notice of Intent to Apply](#) is due no later than 4:30 p.m. CT.
3. **Monday, April 22:** Application is available in ePlan.
4. **Wednesday, May 22:** Submission of application is due no later than 11:59 p.m. CT.
5. **Wednesday, June 12:** Grant decision letters are released to applicants.
6. **Monday, July 1:** Funds are accessible to awardees.

Pathways to High School Apprenticeship Grant

Background

In September 2018, the department was one of only six states awarded over \$600,000 from the U.S. Department of Education to promote high school apprenticeships. Our pilot program in Hamilton County is currently blazing the trail for high school apprenticeships in the Advanced Manufacturing industry. This spring, the department will competitively sub-grant up to \$240,000 to three other districts to assist them with planning and implementation of apprenticeship programs in Computer Science/IT, Healthcare, and Advanced Manufacturing that align with the needs of their community, as well as their postsecondary and industry partners. Over the next two years, sub-grant award winners and their partners will help create a scalable model for high school apprenticeship programs in these fast-growing industries.

All Pathways to High School Apprenticeship grant and programmatic questions should be directed to Matthew.Spinella@tn.gov, who can be reached by phone at (615) 210-8412.

Priorities

Under these focus areas, applicants will be required to demonstrate the ability to create sustainable, positive change in their district or region aligned to the following priorities:

- a) **Strong advisement for all students (K to J):** Build the capacity of all educators—including elementary, middle, and high school teachers and school counselors—to ensure that all students understand how to access and fulfill career pathways of their choice through registered apprenticeship. Offer focused career guidance and advisement, blend rigorous and engaging core academic and career-technical instruction that includes high-quality work-based learning experiences and early postsecondary opportunities, and culminate in the completion of a registered apprenticeship program.
- b) **Early college and career preparation opportunities for all students:** Increase opportunities and student participation in early postsecondary coursework, work-based learning, apprenticeships, and other early career preparation experiences in order to increase successful completion of high-quality career pathways, attainment of credentials with labor market value, participation in work-based learning, and enrollment in a registered apprenticeship program.
- c) **Postsecondary and industry partnerships with K-12:** Foster greater partnerships with industry and postsecondary systems to adopt policies and processes in schools that enable more students to transition seamlessly into a registered apprenticeship program.

For reference, the department is committed to the following belief statements:

- If students have strong advisement throughout K-12, then they will choose the pathway that is right for them.

- If students have access to high-quality early career and college experiences, then they will have the knowledge and skills to be able to choose their future.
- If K-12 takes responsibility for student postsecondary success, then they will partner with postsecondary institutions and employers to create clear pathways for students.
- If postsecondary institutions and employers see K-12 as an extension of their campuses, then pathways will be seamless.

Award and Accountability Information

Type of Award: Discretionary

Estimated Amount of Available Funds: \$240,000

Estimated Number of Awards: Three awards; all grant awards will be **capped at \$80,000**.

Project Period: A total of 24 months from July 1, 2019, to June 30, 2021. All funds must be obligated by June 30, 2021, and liquidated by Sept. 30, 2021.

Funds to be Released: All grant funding will be by reimbursement based on invoices submitted by the applicant's fiscal agent. One hundred percent (100%) of the funding is available for reimbursement starting on July 1, 2019.

Accountability Requirements: Awarded applicants will be required to complete the following to remain in good standing:

- Quarterly progress reports on identified action steps;
- Completed reimbursement forms and supporting accounting documentation for each reimbursement request; and,
- Final report or presentation on the achievements made possible through the Pathways to High School Apprenticeship grant. This will be a culminating artifact and will occur no later than July 30, 2021.

Note: The department is not bound by any funding or award estimates in this notice. Additional programmatic requirements may be required to ensure compliance.

Applicant Eligibility and Submission

Eligible Applicants: Local education agencies (LEAs), as defined in the Every Student Succeeds Act, or who will act as the fiscal agent for a regional consortium of LEAs, postsecondary institutions, and industry partners.

A [Notice of Intent to Apply](#) must be submitted no later than 4:30 p.m. (CT) on **April 19, 2019**. Failure to do so will disqualify any subsequent submitted grant application.

Applicants will complete all requirements, including their proposed budget and an *Assurances and Signatures* form, inside the ePlan funding application platform (eplan.tn.gov). The application will be available in ePlan on **April 22, 2019**.

The Pathways to High School Apprenticeship grant questions can be found starting on page 7 of this document. Applicants should use these questions to develop robust, thoughtful responses prior to entry in ePlan.

The deadline for submission is 11:59 p.m. (CT) on May 22, 2019. The application must be fully approved through the Authorized Representative level in order to be scored.

Application Questions for Pathways to High School Apprenticeship Grant:

The grant application, including the following questions and the proposed budget, must be completed in ePlan. The application will open in ePlan on April 22. The deadline for submission in ePlan is May 22.

1. Which career cluster is associated with your apprenticeship program?
2. What are your intended goals for the apprenticeship program? What are the specific outcomes for each identified goal?
3. How do labor market demands, student enrollment data, and the apprenticeship align to or further your district's mission, vision, and strategic plan?
4. What employer partnership(s) will you develop through this grant funding opportunity? Include a signed letter from the employer(s) detailing:
 - a. their commitment to the program,
 - b. the apprenticeable occupation, and
 - c. the projected number of high school apprentices.
5. An expectation of the grant is to create a seamless transition between high school, postsecondary, and the workforce. Which postsecondary institution will provide dual enrollment opportunities and assist with related instruction? Submit a signed letter of commitment from the postsecondary institution affirming its commitment to this apprenticeship program.
6. List specific names and titles of district, postsecondary, and industry personnel who will serve on the planning and implementation team and identify who will lead the team. Include a signed letter from the director of schools, affirming:
 - a. the involvement of the identified district personnel and
 - b. district commitment to the planning and implementation of the apprenticeship.
7. Identify a timeline of priority action steps as well as key deliverables, due dates, and the person(s) responsible for implementing your plan.

New Skills for Youth (NSFY) Grant

Background

In 2017, the department was awarded a New Skills for Youth (NSFY) grant, a career readiness initiative sponsored by JP Morgan Chase, the Council of Chief School Officers (CCSSO), and Advance CTE. As part of this multi-year award, funds are earmarked to provide grants to Tennessee school districts with the goal to increase the number of high school graduates who are ready for college and career.

Priorities

Applicants for the NSFY grant will be required to demonstrate the ability to create sustainable, positive change in their district aligned to the following priorities:

- a) **Advisement:** Priority will be given to projects and activities that extend to students in middle school as well as families across K-12 to ensure that students are prepared to make informed choices about pathway selection prior to entering high school.
- b) **Early Postsecondary Opportunities (EPSOs):** Priority will be given to expanding EPSOs for high school pathways that accelerate degree completion or allow a student to earn a postsecondary degree or credential while in high school (e.g. A.A.S. or TCAT certificate). This includes, but is not limited to, teacher training and licensure needed to offer these courses.
- c) **Postsecondary Partnerships:** Priority will be given to expanding postsecondary partnerships that allow students to concurrently earn a postsecondary degree or credential (A.A.S. or TCAT certificate).
- d) **Employer Partnerships:** Priority will be given to expanding employer partnerships that create opportunities for students to participate in an apprenticeship or other capstone WBL experience.

Because the department will prioritize projects and activities that have a deeper and longer-term benefit for students, funding will **not** be awarded for:

- 1) 2019-20 salaries for new staff members like career coaches or advisors,
- 2) career exploration platforms like YouScience and Naviance due to the availability of high-quality tools like CollegeforTN.org, or
- 3) costs for one-off visits or field trips to postsecondary institutions or employers without a strong plan for how students will apply or demonstrate what they learned.

Award and Accountability Information

Type of Award: Discretionary

Estimated Amount of Available Funds: \$600,000

Estimated Number of Awards: TBD; all grant awards will be **capped at \$30,000**.

Project Period: A total of 12 months from July 1, 2019, to June 30, 2020. All funds must be obligated by June 30, 2020, and liquidated by Sept. 30, 2020.

Funds to be Released: All grant funding will be by reimbursement based on invoices submitted by the applicant's fiscal agent. One hundred percent (100%) of the funding is available for reimbursement starting on July 1, 2019.

Accountability Requirements: Awarded applicants will be required to complete the following to remain in good standing:

- Quarterly progress reports on identified student outcomes;
- Completed reimbursement forms and supporting accounting documentation for each reimbursement request; and
- Final report or presentation on the achievements made possible through the NSFY grant. This will be a culminating artifact and will occur no later than July 31, 2020.

Note: The department is not bound by any funding or award estimates in this notice. Additional programmatic requirements may be required to ensure compliance.

Applicant Eligibility and Submission

Eligible Applicants: Local education agencies (LEAs), as defined in the Every Student Succeeds Act (ESSA), or who will act as the fiscal agent for a consortium of LEAs, postsecondary institutions, and industry partners. Please note that **only** LEAs who submitted an intent to apply form for the TN Pathways Certification before Feb. 22, 2019 are eligible to submit a proposal for the 2019-20 NSFY grant.

A **[Notice of Intent to Apply](#)** must be submitted no later than 4:30 p.m. (CT) on **April 19, 2019**. Failure to do so will disqualify any subsequent submitted grant application.

Applicants will complete all requirements, including their proposed budget and an *Assurances and Signatures* form, inside the ePlan funding application platform (eplan.tn.gov). The application will be available in ePlan on **April 22, 2019**. The application questions can be found starting on page 10 of this document. Applicants should use these questions to develop robust, thoughtful responses prior to entry in ePlan.

The deadline for submission is 11:59 p.m. (CT) on May 22, 2019. The application must be fully approved through the Authorized Representative level in order to be scored.

Application Questions for New Skills for Youth Grant:

The grant application, including the following questions and the proposed budget, must be completed in ePlan. The application will open in ePlan on April 22. The deadline for submission in ePlan is May 22.

1. Describe your proposed project. Please include high-level tasks along with timelines, owners, and relevant partners. (e.g. "We will establish an articulation agreement with our local community college by August 1, 2019. Our curriculum supervisor and the dual enrollment coordinator at the community college will lead this process.")
2. What pathway(s) or components of a pathway will this grant support?
3. What are the student outcomes that you hope to achieve as a result of this funding? (e.g. increases in course enrollments, increases in work-based learning placements)
4. How would this NSFY grant align to or supplement current funding from other sources? Please list sources and amounts of matching funds (including requested funds in 2019-20 Perkins Reserve proposals).
5. Who is the primary contact for this grant application?
6. Please include letters of support from partner LEAs (if applicable), postsecondary institutions, employers, and/or non-profit organizations.

Note: Supporting documentation can be uploaded in the "Related Documents" section of the ePlan application.

Perkins Reserve Grants (PRG)

Background

The department has exercised the option to offer Perkins Reserve Grants since the passage of the Carl D. Perkins Act of 2006. Since fiscal year 2013-14, the design and the areas of focus of the Perkins Reserve Grants have reflected the strategic direction of the department and the division of college, career and technical education.

With the passage of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), the department will continue to utilize the Perkins Reserve Grants as authorized under Section 112(c). This notes that states may reserve not more than 15 percent (15%) of the amount allocated as local funds for distribution in:

1. **Rural areas:** defined as a rural and/or sparsely populated LEA is determined based on the NCES Locale Code eligibility requirements for Title VI of ESEA, Rural Education Initiative (Locale Code 6, 7 or 8);
2. **Areas with high percentages of CTE concentrators or CTE participants:** an LEA with 25 percent or more of the total student population in grades 9–12 are CTE concentrators or CTE participants is considered a high percentage LEA
3. **Areas with high numbers of CTE concentrators or CTE participants:** an LEA with 200 or more CTE concentrators or CTE participants in grades 9–12 is considered an LEA with high numbers of CTE students; or,
4. **Areas with disparities or gaps in performance:** as described in Section 113(b) (3)(C)(ii)(II)

In order to:

1. Foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs practices, and strategies that prepare individuals for nontraditional fields; or
2. Promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

The department will distribute reserve grant funds to eligible LEAs through a competitive application process. Awarded funds must be used as described in Section 135 (local uses of funds) of the Perkins V legislation.

Focus Areas

Listed below are the focus areas for the Perkins Reserve Grant. All five focus areas are eligible for all LEAs that receive funds under the Perkins Act.

LEAs may apply for all of the focus areas. Please note that each focus area is judged independently, and an applicant could be fully, partially, or not funded for any or all of the focus areas applied.

1. **Middle School:** Develop/implement an innovative **middle school CTE program** which **aligns to a 9-12 CTE program of study** offered by the district. This is intended to promote middle school CTE focused on nontraditional students and leading to increased enrollment in the aligned 9-12 CTE program of study and CTE courses offered by the district. The process to develop middle school CTE programs should include collaborative planning between key stakeholders including community partners and industry representatives; district and school-based administrators; school counselors; and general education, CTE, and special education educators.

For this focus area, the grant award is **capped at \$10,000**.

To qualify for consideration, please complete the application questions specifically for this focus area. See page 12 for a listing of the grant questions for this focus area.

2. **Equipment:** Purchase of **lab-based** and/or **project-based equipment** needed to offer one or more department-promoted [programs of study](#) or approved special program of study listed for the 2019-20 school year. To qualify for this focus area, an applicant must:
 - a) offer the identified program of study for the 2019-20 school year;
 - b) have students enrolled in one or more courses tied to the program of study;
 - c) explain how, and show evidence of, the identified program of study is fully aligned with local and/or regional in-demand, high-skill industry opportunities; and
 - d) explain how, and show evidence of, the identified program of study is fully aligned with a local and/or regional postsecondary program leading to a credential or degree.

For this focus area, the grant award is **capped at \$35,000**. For equipment that exceeds this cap amount, an applicant is encouraged to consider ways to leverage the Perkins Reserve Grant with other funding sources (public, private, and corporate) that could further enhance the district's purchasing power. **Applicants are encouraged to request only their needed funding amount.**

To qualify for consideration, please complete the application questions specifically for this focus area. See page 13 for a listing of the grant questions for this focus area. Applicants with questions about appropriately aligned equipment should contact the identified program manager. A listing of program managers is found on the first page of the [programs of study](#).

3. **Testing Site: Testing site/licensed instructor/site accreditation** to administer student industry certifications. Department-identified student industry certifications can often be tested on-site or through an approved licensed instructor. This focus area allows for an applicant to request funding to 1) become an approved testing or accredited site for a department-promoted student industry certification and/or 2) allow an instructor to become a licensed administrator of a department-promoted student industry certification. See **Appendix A** for the list of department-identified testing site/licensed instructor certifications.

Note: If an industry certification is **required** for teacher licensure, then exam and preparation costs cannot be reimbursed per Perkins guidelines. Only certifications that are not required for a teacher's license may be included.

An awarded applicant will be reimbursed following submission of appropriate documentation showing exam costs, site licenses, and preparation materials. For this focus area, the grant award is **capped at \$10,000. Applicants are encouraged to request only their needed funding amount.**

To qualify for consideration, please complete the application questions specifically for this focus area. See page 14 for a listing of the grant questions for this focus area.

Note: The department reserves the right to disallow reimbursements for certifications not listed in Appendix A.

4. **Industry Certification Exam Fee:** Exam fee costs tied to department-identified **student industry certifications** as identified and listed in the department's [2019-20 programs of study](#). An awarded applicant will be reimbursed following submission of appropriate exam cost documentation for one or more department-identified student industry certifications. See **Appendix B** for all promoted student industry certifications.

Note: The department reserves the right to disallow reimbursements for certifications not listed in Appendix B, as well as to disallow any reimbursements for certifications that are not aligned to the identified program(s) of study. In addition, preparation materials will not be reimbursed.

This focus area applies only to industry certifications that are listed as student **industry certifications** as outlined in the [Student Industry Certification Policy](#). *(Exception: A department-promoted program of study which promotes module certifications leading up to a capstone experience is allowable under this focus area).* Districts are restricted to a selection of **no more than 10** different industry certifications to ensure quality implementation. For this focus area, the grant **award is capped at \$15,000. Applicants are encouraged to request only their needed funding amount.**

To qualify for consideration, please complete the application questions specifically for this focus area. See page 15 for a listing of the grant questions for this focus area.

5. **Occupational Teacher Mentorship:** Develop an **Occupational Teacher Mentorship Program** to increase the effectiveness and retention of a district's new occupational licensed CTE teachers (0 to 3 years). This focus area seeks to leverage the department's existing work with the Experienced Professionals in the Classroom (EPIC) grant and the Vision of Excellent CTE Instruction to support a formal teacher mentoring approach to support new educators. Applications for this focus area should provide a cluster-to-cluster mentorship program and systematic monitoring process to measure success, as well as a sustainability plan for continuation after the grant period ends.

For this focus area, the grant award is capped at **\$15,000. Applicants are encouraged to request only their needed funding amount.**

To qualify for consideration, please complete the application questions specifically for this focus area. See page 16 for a listing of the grant questions for this focus area.

Award and Accountability Information

Type of Award: Discretionary

Estimated Amount of Available Funds: TBD

Estimated Number of Awards: TBD

Project Period: A total of 12 months from July 1, 2019, to June 30, 2020. All funds must be obligated by June 30, 2020, and liquidated by Sept. 30, 2020.

Funds to be Released: All grant funding will be by reimbursement based on invoices submitted by the applicant's fiscal agent. One hundred percent (100%) of the funding is available for reimbursement starting on July 1, 2019.

Applicant Eligibility and Submission

Eligible Applicants: Local education agencies (LEAs), as defined in the Every Student Succeeds Act, or who will act as the fiscal agent for a regional consortium of LEAs, postsecondary institutions, and industry partners.

A **[Notice of Intent to Apply](#)** must be submitted no later than 4:30 p.m. (CT) on **April 19, 2019**. Failure to do so will disqualify any subsequent submitted grant application.

Applicants will complete all requirements, including their proposed budget and an *Assurances and Signatures* form, inside the ePlan funding application platform (eplan.tn.gov). The application will be available in ePlan on **April 22, 2019**. The focus area questions can be found starting on page 12 of this document. Applicants should use these questions to develop robust, thoughtful responses prior to entry in ePlan.

The deadline for submission is 11:59 p.m. (CT) on May 22, 2019. The application must be fully approved through the Authorized Representative level in order to be scored.

Application Questions for Focus Area 1: Middle School

The grant application, including the following questions and the proposed budget, must be completed in ePlan. The application will open in ePlan on April 22. The deadline for submission in ePlan is May 22.

1. What middle school CTE program and aligned 9-12 CTE program of study is identified for this focus area? Please also list the courses affiliated with this program and program of study.
2. What are your intended goals for the middle school CTE program and aligned 9-12 CTE program of study? What are the specific outcomes for each identified goal? What is the proposed use of the PRG funds? Please provide a detailed list.
3. Provide local/regional data and information showing how the middle school CTE program and aligned 9-12 CTE program of study are aligned with (a) postsecondary and (b) economic/labor opportunities that will prepare students for high-skill, high-wage, or in-demand occupations.
4. Identify strategic partnerships (postsecondary, industry, other districts) already in place who will provide an advantage in implementing the middle school CTE program.
5. If other funds will be leveraged, including Perkins Basic formula funding, to implement the middle school CTE program, please list: the funding source, what will be purchased using this other source, total amount originating from this other source, how it will complement the PRG funding used with the middle school CTE program.
6. What commitments (funding or otherwise) are anticipated by the district to ensure sustainability of the middle school CTE program once the PRG funds expire? Please be specific.
7. How many middle school students will be impacted during the grant year? What is the anticipated impact to nontraditional students enrolling in the aligned 9-12 CTE program of study as a result of the program?
8. Identify and show how you meet one of the below requirements (definitions found on page 8 of the grant announcement):
 - a. Rural areas,
 - b. Areas with high percentages of CTE concentrators or CTE participants,
 - c. Areas with high numbers of CTE concentrators or CTE participants, or
 - d. Areas with disparities or gaps in performance.

Application Questions for Focus Area 2: Equipment

The grant application, including the following questions and the proposed budget, must be completed in ePlan. The application will open in ePlan on April 22. The deadline for submission in ePlan is May 22.

1. Which 2019-20 CTE program of study is identified for this focus area? Please also list the courses affiliated with this program of study.
2. What equipment will be purchased? Please provide a detailed list.
3. Provide local/regional data and information showing how the identified program of study is aligned with (a) postsecondary and (b) economic/labor opportunities that will prepare students for high-skill, high-wage, or in-demand occupations.
4. Based on identified program of study, what efforts have already been undertaken to (a) ensure a successful equipment purchase that will allow (b) the program of study and accompanying course to be implemented during the 2019-20 school year?
5. Identify strategic partnerships (postsecondary, industry, other districts) already in place who will provide an advantage in implementing the identified program of study.
6. If other funds will be leveraged to fulfill the purchase of all needed equipment for the identified program of study, including Perkins Basic formula funding, please list: the funding source, what will be purchased using this other source, total amount originating from this other source, how it will complement the program of study and the equipment identified for reserve grant funding.
7. What commitments (funding or otherwise) are anticipated by the district to ensure sustainability of the equipment once the reserve grant funds expire? Please be specific.
8. How many students will be impacted during the grant year and future years?
9. Identify and show how you meet one of the below requirements (definitions found on page 8 of the grant announcement):
 - a. Rural areas,
 - b. Areas with high percentages of CTE concentrators or CTE participants,
 - c. Areas with high numbers of CTE concentrators or CTE participants, or
 - d. Areas with disparities or gaps in performance.

Application Questions for Focus Area 3: Testing Site

The grant application, including the following questions and the proposed budget, must be completed in ePlan. The application will open in ePlan on April 22. The deadline for submission in ePlan is May 22.

1. List (a) which department-promoted student industry certifications will be targeted under this area of focus, (b) the aligned department-promoted program(s) of study, and (c) the CTE courses (provide course name and course code) for each industry certification listed.
2. For each industry certification listed above, identify whether or not you are seeking to either (a) set up a testing site, (b) train a licensed instructor, and/or (c) become an accredited program.
Note: There are some certifications which will allow for each of these options. If this is the case, please specify that the district will be seeking some or all options. See the list of approved industry certifications in Appendix A.
3. What is the total amount of funding requested for this focus area and why?
4. Identify strategic partnerships (postsecondary, industry, other districts, etc.) already in place who will provide an advantage in implementing the identified program of study.
5. What efforts have already been undertaken to ensure success during the grant period?
6. Due to this focus area, how many students will become eligible to complete the coursework and sit for their industry certifications in the 2019-20 school year and subsequent years?
7. Explain how the awarding of a Perkins reserve grant will complement your regular Perkins formula-funded programs.
8. What commitments (funding or otherwise) are anticipated by the district to ensure sustainability of these certifications once the reserve grant funds expire? Please be specific.
9. Identify and show how you meet one of the below requirements (definitions found on page 8 of the grant announcement):
 - a. Rural areas,
 - b. Areas with high percentages of CTE concentrators or CTE participants,
 - c. Areas with high numbers of CTE concentrators or CTE participants, or
 - d. Areas with disparities or gaps in performance.

Application Questions for Focus Area 4: Student Industry Certification

The grant application, including the following questions and the proposed budget, must be completed in ePlan. The application will open in ePlan on April 22. The deadline for submission in ePlan is May 22.

Note: Applicants should include the total amount requested for student industry certifications on the "Other Supplies & Materials" line (71300 499) of the budget template, even if additional costs related to another 2019-20 PRG focus areas are also listed on this line.

1. List (a) which department-promoted student industry certifications will be targeted under this area of focus, (b) the aligned department-promoted program(s) of study, and (c) the aligned course in which students will be enrolled when they take the identified industry certification exam (provide course name and course code for each certification listed).

Note: Applicants are restricted to the selection of no more than 10 different student industry certifications to ensure quality implementation.

2. How many students are expected to be prepared to take each identified industry certification during the 2019-20 school year? Please list for each identified certification.
3. How will you ensure your students will complete the required coursework in time to sit for the identified industry certifications? How will you ensure that your students have progressed appropriately through their program study prior to sitting for the exam?
4. What is your plan to ensure **all** students in the course will sit for the exam?
Note: It is the department's expectation that districts test all students who are enrolled in the aligned course. If a district is not testing all students enrolled in the course, provide justifications for this decision in the response below.
5. How will the actual count and percentage of students who passed the exam be tracked and recorded by the district? What database or system will be used?
6. How do you plan to promote this opportunity to the following stakeholders: 1) parents, 2) students, 3) teachers, 4) school counselors, and 5) district and school administrators?
7. Identify and show how you meet one of the below requirements (definitions found on page 8 of the grant announcement):
 - a. Rural areas,
 - b. Areas with high percentages of CTE concentrators or CTE participants,
 - c. Areas with high numbers of CTE concentrators or CTE participants, or
 - d. Areas with disparities or gaps in performance.

Application Questions for Focus Area 5: Occupational Teacher Mentorship

The grant application, including the following questions and the proposed budget, must be completed in ePlan. The application will open in ePlan on April 22. The deadline for submission is ePlan is May 22.

1. If applicable, describe your district's current mentoring program for occupational teachers who are new or continuing through his/her third year?
2. How will you leverage *Tennessee's Vision of Excellent CTE Instruction Ready Teacher and Ready Student Actions* in the development of a formalized, district-wide occupational license teacher mentoring program? Please include specific professional development required for your mentoring program.
3. Describe how you will address career cluster or program(s) of study specific mentoring needs for those teachers without an experienced career cluster mentor teacher within your district.
4. Please describe how you plan to incorporate other districts, education preparation providers, or other organizations as stakeholder partners in implementing your mentoring program.
5. Describe how you will systematically monitor success of the mentoring program, including an exit interview process for occupational teachers who leave your district.
6. How many occupational teachers will be impacted during the grant year and subsequent years?
7. What commitments (funding or otherwise) are anticipated by the district to ensure sustainability of the mentorship program once the PRG funds expire? Please be specific.
8. Identify and show how you meet one of the below requirements (definitions found on page 8 of the grant announcement):
 - a. Rural area,
 - b. Area with high percentage of CTE concentrators or CTE participants,
 - c. Area with high numbers of CTE concentrators or CTE participants, or
 - d. Area with disparities or gaps in performance.

Appendix A: Allowable Site License/Instructor Certifications

| Certification | Aligned Course | Program(s) of Study | Career Cluster(s) | Teacher Certification or Testing Site |
|--|------------------------------------|--------------------------------|--------------------------------------|--|
| Level I Siemens Certified Mechatronic Systems Assistant | Mechatronics II | Mechatronics | Advanced Manufacturing | Teacher Certification with appropriate endorsements |
| Production Certification (CPT) | Principles of Manufacturing | Machining Technology | Advanced Manufacturing | Teacher Certification with appropriate endorsements |
| American Welding Society Certified Welder | Welding II | Welding | Advanced Manufacturing | Testing Site |
| Microsoft Office Specialist (MOS) - All 5 Exams | Advanced Computer Applications | Office Management | Business Management & Administration | Teacher Certification with appropriate endorsements and Testing Site |
| Microsoft Office Specialist (Excel) | Advanced Computer Applications | Office Management | Business Management & Administration | Teacher Certification with appropriate endorsements and Testing Site |
| Microsoft Office Specialist (PowerPoint) | Advanced Computer Applications | Office Management | Business Management & Administration | Teacher Certification with appropriate endorsements and Testing Site |
| Microsoft Office Specialist (Word) | Advanced Computer Applications | Office Management | Business Management & Administration | Teacher Certification with appropriate endorsements and Testing Site |
| Certified Nursing Assistant | Nursing Education | Therapeutic Nursing Services | Health Science | Testing Site |
| CCNA Cisco Certified Network Associate | Networking | Networking Systems | Information Technology | Testing Site |
| Cisco Certified Entry Network Tech (CCENT) | Networking | Networking Systems | Information Technology | Testing Site |
| CompTIA A+ | Information Technology Foundations | All Information Technology POS | Information Technology | Testing Site |
| CompTIA Network+ | Networking | Networking Systems | Information Technology | Testing Site |

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|--------------------------------|------------------------------------|--------------------------------|------------------------|--------------|
| CompTIA IT Fundamentals | Information Technology Foundations | All Information Technology POS | Information Technology | Testing Site |
|--------------------------------|------------------------------------|--------------------------------|------------------------|--------------|

Appendix B: Allowable Student Industry Certifications

Note: Appendix B: Allowable Student Industry Certifications is the currently approved list of student industry certifications and does not reflect certifications proposed during the 2018-19 window. The certifications submitted during the 2018-19 school year are in the review process. Appendix B and the Perkins Reserve Grant Announcement will not be updated once the 2019-20 list of Allowable Student Industry Certifications is finalized and approved. However, an LEA who receives an award for Focus Area #4: Student Industry Certifications, may submit a revision in ePlan to request exam funding for newly approved certifications.

| Certification | Aligned Course | Program(s) of Study | Career Cluster(s) |
|--|--|---|--|
| Level I Siemens Certified Mechatronic Systems Assistant | Mechatronics II | Mechatronics | Advanced Manufacturing |
| Machining Level I - Measurement, Materials, and Safety Certification (NIMS) | Principles of Manufacturing | Machining Technology, Electromechanical Technology, Mechatronics, Welding | Advanced Manufacturing |
| Production Certification (CPT) | Principles of Machining, Introduction to Electromechanical | Machining Technology & Electromechanical Technology | Advanced Manufacturing |
| AWS SENSE Entry Level Welder | Welding I | Welding | Advanced Manufacturing |
| AWS SENSE Advanced Level Welder | Welding II | Welding | Advanced Manufacturing |
| American Welding Society Certified Welder | Welding II | Welding | Advanced Manufacturing |
| NCCER Core Curriculum | Welding I | Welding | Advanced Manufacturing |
| OSHA 10 | Principles of Manufacturing | Machining Technology, Electromechanical Technology, Mechatronics, Welding | Advanced Manufacturing |
| OSHA 30 General Industry | Any Level 3 or 4 Advanced Manufacturing course | Machining Technology, Electromechanical Technology, Mechatronics, Welding | Advanced Manufacturing |
| Precision Measurement Instruments Certification (Includes all subtests) | Principles of Manufacturing | Machining Technology, Electromechanical Technology, Mechatronics, Welding | Advanced Manufacturing |
| FANUC | Robotics & Automated Systems | Mechatronics | Advanced Manufacturing |
| Tennessee Specific Industry Certification- Animal Science | Veterinary Science | Veterinary and Animal Science | Agriculture, Food, & Natural Resources |

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|---|---|---|--|
| Commercial Pesticide Certification – Core (03) (Note: Must be 18 years old) | Landscaping and Turf Science | Horticulture Science | Agriculture, Food, & Natural Resources |
| Precision Measurement Instruments Certification (Includes all subtests) | Principles of Agricultural Mechanics | Agricultural Engineering & Applied Technologies | Agriculture, Food, & Natural Resources |
| OSHA 10 | Agriscience | All Agriculture, Food, & Natural Resources programs of study | Agriculture, Food, & Natural Resources |
| OSHA 30 General Industry | Any Level 3 or 4 Agriculture course | All Agriculture, Food, & Natural Resources programs of study | Agriculture, Food, & Natural Resources |
| Briggs and Stratton Basic Small Engine Certification | Agricultural Power and Equipment | Agricultural Engineering & Applied Technologies | Agriculture, Food, & Natural Resources |
| Briggs and Stratton Master Service Technician | Agricultural and Biosystems Engineering | Agricultural Engineering & Applied Technologies | Agriculture, Food, & Natural Resources |
| Tennessee Specific Industry Certification-Horticulture | Landscaping and Turf Science | Horticulture Science | Agriculture, Food, & Natural Resources |
| HVAC Excellence, Heating, Electrical, Air Conditioning Technology (H.E.A.T.) | HVAC | Mechanical, Electrical, & Plumbing (MEP) Systems | Architecture & Construction |
| HVAC Excellence Employment Ready Certifications | HVAC | Mechanical, Electrical, & Plumbing (MEP) Systems | Architecture & Construction |
| Universal R-410A | HVAC | Mechanical, Electrical, & Plumbing (MEP) Systems | Architecture & Construction |
| EPA Section 608 Universal | HVAC | Mechanical, Electrical, & Plumbing (MEP) Systems | Architecture & Construction |
| NCCER Core Curriculum | Fundamentals of Construction | Residential & Commercial Construction, Structural Systems, Mechanical, Electrical, & Plumbing (MEP) Systems | Architecture & Construction |
| NCCER Carpentry Level One | Structural Systems I | Structural Systems | Architecture & Construction |
| NCCER Carpentry Level Two | Structural Systems II | Structural Systems | Architecture & Construction |
| NCCER Construction Technology | Residential & Commercial Construction I | Residential & Commercial Construction | Architecture & Construction |
| NCCER Electrical Level One | Electrical Systems | Mechanical, Electrical, & Plumbing (MEP) Systems | Architecture & Construction |
| NCCER Plumbing Level One | Plumbing Systems | Mechanical, Electrical, & Plumbing (MEP) Systems | Architecture & Construction |
| OSHA 10 | Fundamentals of Construction | Residential & Commercial Construction Structural Systems Mechanical, Electrical, & Plumbing (MEP) Systems | Architecture & Construction |
| OSHA 30 Construction | Residential & Commercial Construction II, Structural Systems II, Electrical Systems | Residential & Commercial Construction Structural Systems Mechanical, Electrical, & Plumbing (MEP) Systems | Architecture & Construction |

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| Precision Measurement Instruments Certification (Includes all subtests) | Structural Systems I | Structural Systems | Architecture & Construction |
| Precision Measurement Instruments Certification (Includes all subtests) | MEP Systems | Mechanical, Electrical, & Plumbing (MEP) Systems | Architecture & Construction |
| Certified Solidworks Associate | Architectural & Engineering Design III | Architecture & Engineering Design | Architecture & Construction |
| AutoCAD | Architectural & Engineering Design III | Architecture & Engineering Design | Architecture & Construction |
| Adobe Certified Associate | Digital Arts & Design III | Digital Arts & Design | Arts & A/V |
| Microsoft Office Specialist (Excel) | Advanced Computer Applications | Office Management | Business Management & Administration |
| Microsoft Office Specialist (PowerPoint) | Advanced Computer Applications | Office Management | Business Management & Administration |
| Microsoft Office Specialist (Word) | Advanced Computer Applications | Office Management | Business Management & Administration |
| Microsoft Office Expert (pass the two-part Expert Exam in Excel) | Advanced Computer Applications | Office Management | Business Management & Administration |
| Microsoft Office Expert (pass the two-part Expert Exam in Word) | Advanced Computer Applications | Office Management | Business Management & Administration |
| Microsoft Office Master - Track 1 (Word Expert + Excel Core + Elective) | Advanced Computer Applications | Office Management | Business Management & Administration |
| Microsoft Office Master - Track 2 (Excel Expert + Word Core + Elective) | Advanced Computer Applications | Office Management | Business Management & Administration |
| Microsoft Office Master - Track 3 (Word Expert + Excel Expert) | Advanced Computer Applications | Office Management | Business Management & Administration |
| G Suite Certification (Google Suite) | Business Management | Office Management, Business Management, Human Resource Management, Health Services Administration | Business Management & Administration |
| CDA - Child Development Associate | Early Childhood Education Careers (ECEC) III | Childhood Development Services | Education & Training |
| Intuit QuickBooks Certified User | Accounting II | Accounting | Finance |
| Certified EKG Technician | Cardiovascular Services | Diagnostic Services | Health Science |
| Certified Nursing Assistant | Nursing Education | Therapeutic Nursing Services | Health Science |
| Certified Pharmacy Technician | Pharmacological Science | Therapeutic Clinical Services | Health Science |
| Emergency Medical Responder (First Responder) | Emergency Medical Services | Emergency Services | Health Science |

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| Certified Clinical Medical Assistant | Medical Therapeutics (5999) followed by Clinical Internship | Therapeutic Clinical Services | Health Science |
| Certified Personal Trainer | Exercise Science (6170) followed by Clinical Internship | Clinical Exercise Physiology | Health Science |
| Certified Patient Care Technician | Therapeutic Services | Therapeutic Services | Health Science |
| National Entry Level Dental Assistant | Therapeutic Services | Therapeutic Services | Health Science |
| OSHA 10 | Health Science | All Health Science programs of study | Health Science |
| OSHA 30 General Industry | Any Level 3 or Level 4 Health Science course | All Health Science programs of study | Health Science |
| ServSafe Food Manager | Culinary Arts III | Culinary Arts | Hospitality & Tourism |
| Certified Fundamentals Cook (CFC) | Culinary Arts IV | Culinary Arts | Hospitality & Tourism |
| Certified Hospitality & Tourism Professional | Hospitality Management | Hospitality & Tourism Management | Hospitality & Tourism |
| TN Board of Cosmetology & Barbering - TN Master Barber 1010 | Barbering III | Barbering | Human Services |
| TN Board of Cosmetology & Barbering - TN Cosmetology 1010 | Cosmetology IV | Cosmetology | Human Services |
| Tennessee Specific Industry Certification- Dietetics & Nutrition | Nutrition Science & Diet Therapy | Dietetics & Nutrition | Human Services |
| Tennessee Specific Industry Certification- Social Health Services | Family Studies | Social Health Sciences | Human Services |
| CCNA Cisco Certified Network Associate | Networking | Networking Systems | Information Technology |
| Cisco Certified Entry Network Tech (CCENT) | Computer Systems | Networking Systems | Information Technology |
| CompTIA A+ | Computer Systems, Cybersecurity I | Networking Systems, Cybersecurity | Information Technology |
| CompTIA Network+ | Networking, Cybersecurity II | Networking Systems, Cybersecurity | Information Technology |
| CompTIA IT Fundamentals | Computer Science Foundations | Coding, Networking Systems, Web Design, Cybersecurity | Information Technology |
| CIW Web Design Specialist | Web Site Development | Web Design | Information Technology |
| CompTIA Security + | Cybersecurity Practicum | Cybersecurity | Information Technology |
| Microsoft Technology Associate Software Development Fundamentals | Coding II | Coding | Information Technology |
| Associate of ISC2 (Note: Teacher must be ISC2) | Cybersecurity Practicum | Cybersecurity | Information Technology |

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|--|--|--|---|
| certified.) | | | |
| Microsoft Technology Associate Infrastructure | Networking | Networking Systems | Information Technology |
| Cisco IT Essentials PC Hardware & Software Certification | Networking | Networking Systems | Information Technology |
| CIW Web Foundation | Coding II, Web Site Development | Coding, Web Site Design | Information Technology |
| JavaScript Specialist | Coding II, Web Site Development | Coding, Web Site Design | Information Technology |
| Advanced HTML5/CSS3 | Coding II, Web Site Development | Coding, Web Site Design | Information Technology |
| Hootsuite Platform Certification | Marketing and Management II: Advanced Strategies | Marketing Management | Marketing |
| Hootsuite Social Media Certification | Marketing and Management II: Advanced Strategies | Marketing Management | Marketing |
| Certified Logistics Technician | Supply Chain Management I | Supply Chain Management | Marketing |
| Microsoft Office Specialist (Excel) | Foundations of Supply Chain Management | Supply Chain Management | Marketing |
| Certified Solidworks Associate (CSWA) - Academic | STEM III; Engineering Design II; Robotics & Automated Systems, BioSTEM II, BioSTEM III, BioSTEM Practicum | Advanced STEM Applications, Engineering, Technology, BioSTEM | STEM |
| Autodesk Inventor Certified User | Engineering Design I, Digital Electronics, STEM II: Applications, BioSTEM II, BioSTEM III, BioSTEM Practicum | Engineering, Technology, and Advanced STEM Applications, BioSTEM | STEM |
| FANUC | Robotics & Automated Systems | Technology | STEM |
| Precision Measurement Instruments Certification (Includes all subtests) | Principles of Engineering & Technology, STEM I: Foundation, BioSTEM I | Engineering, Technology, Advanced STEM Applications, BioSTEM | STEM |
| I-CAR Refinish Technician ProLevel 1 or I-CAR Non-Structural Technician ProLevel 1 | Collision Repair: Non-structural | Automotive Collision Repair | Transportation, Distribution, & Logistics |
| Automotive Service Excellence Student Certification: Maintenance & Light Repair Certification | Maintenance & Light Repair IV | Automotive Maintenance and Light Repair | Transportation, Distribution, & Logistics |

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| Automotive Service Excellence Student Certification: Painting and Refinishing | Collision Repair: Painting & Refinishing | Automotive Collision Repair | Transportation, Distribution, & Logistics |
| Automotive Service Excellence Student Certification: Nonstructural Analysis/Repair | Collision Repair: Non-structural | Automotive Collision Repair | Transportation, Distribution, & Logistics |
| Automotive Service Excellence Student Certification: Structural Analysis/Repair | Collision Repair: Structural | Automotive Collision Repair | Transportation, Distribution, & Logistics |
| Precision Measurement Instruments Certification (Includes all subtests) | Maintenance & Light Repair III | Maintenance & Light Repair | Transportation, Distribution, & Logistics |

Appendix C: Budget Template

INSTRUCTIONS

1. Complete the "Grant Budget" column according to the exact amount of funding you are requesting.
2. Make sure that the Grant Budget that you enter on this page exactly matches the budget that you enter in the budget section of your ePlan application.
3. Complete the "Local Match" column to reflect local funds you are using to support your grant program. **Note:** While not required, identification of local matching funds will strengthen the application.
4. Once completed, upload this document to the "Budget & Local Match" link on the "Related Documents" page of your ePlan Perkins Reserve Consolidated Grants application.

| EXPENDITURE CATEGORY | GRANT BUDGET | LOCAL MATCH |
|--|---------------|---------------|
| 71300 116 Salaries | | |
| 71300 162 Clerical Personnel | | |
| 71300 163 Educational Assistant Salaries | | |
| 71300 189 Other Salaries & Wages (such as PD) | | |
| 71300 201 Social Security | | |
| 71300 204 State Retirement | | |
| 71300 206 Life Insurance | | |
| 71300 207 Medical Insurance | | |
| 71300 208 Dental Insurance | | |
| 71300 210 Unemployment Compensation | | |
| 71300 211 Local Retirement | | |
| 71300 212 Employer Medicare | | |
| 71300 499 Other Supplies & Materials | | |
| 71300 730 CTE Instruction Equipment | | |
| 72130 355 Teacher PD (PD Travel-documented) | | |
| 72130 399 Other Contracted Svcs (outside presenter's PD) | | |
| 72130 524 PD Materials, Facility Rental, Supplies | | |
| 72230 355 CTE Director Travel | | |
| 72230 524 CTE Director Inservice/PD | | |
| 72230 599 Other Charges | | |
| TOTALS | \$0.00 | \$0.00 |

Please note: The sum of the totals in the shaded cells above (5% cap on administration) cannot exceed 5% of your total grant budget.

| | |
|--|--------|
| Here is the total of your administrative costs: This number may not exceed 5% of your total grant budget. | \$0.00 |
| Here is your total budget amount: | \$0.00 |
| Here is your percentage of administration: This number may not exceed 5.00. | |